

**Spanish 2CP & 2H**  
**Wall High School**  
**2025-2026**

**Teacher Name & Email:**

Julie Ryan - [julieryan@wallpublicschools.org](mailto:julieryan@wallpublicschools.org)

**Extra Help:**

Extra help will be offered the first A day of each week during lunch in Room C-5 (or by appointment.)

**Marking Period Schedule**

|  |   |
|--|---|
| <b>Marking Period 1</b> 9/4/2025 - 11/5/2025   | <b>Marking Period 3</b> 1/27/2026 - 3/31/2026 |
| <b>Marking Period 2</b> 11/10/2025 - 1/16/2026 | <b>Marking Period 4</b> 4/1/2026 - 6/10/2026  |
| <b>Midterm Exams</b> 1/20/2026 - 1/23/2026     | <b>Final Exams</b> 6/11/2026 - 6/16/2026      |

**Course Description**

This course aims to continue building on the foundations of Spanish language explored at the Spanish I or Spanish C levels. The continued experience through the lens of culture and the three modes of communication will be the guiding supports of language instruction and development.

**Units of Study**

Unit 1- Clothing & Daily Routine

Unit 2- In the Airport & Hotel

Unit 3- Healthy Living & Market Shopping

Unit 4- Exploring the old culture and modern city

Unit 5- Family and the Movies

Unit 6- The Environment, Careers and the Future

Unit 7- Eating at a Restaurant

Unit 8- Invitations using technology and information through newspaper

## Classroom Expectations

1. Be prepared and on time each day.
2. Be respectful and patient with yourself and others.
3. Be sure to participate and practice your Spanish on a daily basis.
4. Keep use of electronics, food and drinks outside of the classroom.
5. Don't be afraid to try. Always remember to be positive and have fun!

## Materials & Available Resources

Avancemos 2  
CDs with audio  
LCD projector  
Chromebooks & Google Apps  
Whiteboards  
Conversation sheets/topic cards  
Speaking/writing rubrics  
Worksheets  
Review games

## Grading Breakdown

Major Assessments- 50%  
Minor Assessments- 30%  
Homework/Classwork- 20%

Each quarter grade is based on a percentage model; the following grading formulas have been established.

### Marking Period Category Percentages

| Category           | Minimum Number | Percentage |
|--------------------|----------------|------------|
| Major Assessments  | 2-3            | 50%        |
| Minor Assessments  | 8-10           | 30%        |
| Homework/Classwork | 10-12          | 20%        |

### Course Grading

| Category         | Percentage |
|------------------|------------|
| Marking Period 1 | 20%        |

|                  |     |
|------------------|-----|
| Marking Period 2 | 20% |
| Midterm Exam     | 10% |
| Marking Period 3 | 20% |
| Marking Period 4 | 20% |
| Final Exam       | 10% |

### Marking Period 1\*

| Big Ideas   | Topics/Themes/Concepts  | Activities & Assessments   | Timeline<br>(Number of Blocks) |
|---|---|--|--------------------------------|
| Communicate through written and verbal messages to share opinions related to shopping in the present tense. | <p><b>Unit 1.1: Clothing</b></p> <ol style="list-style-type: none"> <li>1. Identify the parts of the body</li> <li>2. Utilize vocabulary in an appropriate context to both ask and respond to questions</li> <li>3. Identify articles of clothing</li> <li>4. Utilize the verbs ser and estar in the appropriate contexts.</li> <li>5. Express likes and dislikes.</li> <li>6. Conjugate verbs in the present tense.</li> <li>7. Conjugate irregular verbs</li> </ol> <p><u>Review of present tense:</u><br/> -AR,-ER,-IR<br/> Gustar<br/> Ser vs. Estar<br/> Ir, dar, ver<br/> Stem-changing verbs</p> <p><u>Introduction to:</u><br/> -go verbs</p> | <ol style="list-style-type: none"> <li>1. Vocabulary lists and slideshows</li> <li>2. Conversation sheets</li> <li>3. Group and paired activities</li> <li>4. Listening comprehension with audio</li> <li>5. Reading comprehension</li> <li>6. Short response, letters, journals</li> <li>7. Dialogues, skits</li> <li>8. Review games</li> <li>9. Grammar activities with dice</li> <li>10. Unit assessments</li> </ol> | 10                             |

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|   | <u>Vocabulary:</u><br>Stores/articles of clothing   |  |    |
| Communicate through written and verbal messages to compare and contrast daily routines with each other and those in Spanish-speaking countries. | <p><b>Unit 1.2: Daily Routine</b></p> <ol style="list-style-type: none"> <li>1. Synthesize the grammatical construction of reflexive verbs</li> <li>2. Understand the use of the personal pronoun with reflexive verbs</li> <li>3. Express the daily routine</li> <li>4. Demonstrate understanding of daily routine through writing, charades, etc</li> </ol> <p><u>Introduction to:</u><br/>Present tense- Reflexive verbs<br/>Present progressive</p> <p><u>Vocabulary:</u><br/>Body parts<br/>Daily routines</p> | <ol style="list-style-type: none"> <li>1. Vocabulary lists and slideshows</li> <li>2. Conversation sheets</li> <li>3. Group and paired activities</li> <li>4. Listening comprehension with audio</li> <li>5. Reading comprehension</li> <li>6. Short response, letters, journals</li> <li>7. Dialogues, skits</li> <li>8. Review games</li> <li>9. Grammar activities with dice</li> <li>10. Unit assessments</li> </ol> | 10 |

*\*Subject to revision*

### Marking Period 2\*

| Big Ideas   | Topics/Themes/Concepts  | Activities & Assessments  | Timeline<br>(# of Blocks) |
|---|---|---|---------------------------|
| Communicate through written and verbal messages to compare and contrast daily routines with each other and those in Spanish-speaking countries. | <p><b>Unit 1.2: Daily Routine</b></p> <ol style="list-style-type: none"> <li>1. Synthesize the grammatical construction of reflexive verbs</li> <li>2. Understand the use of the personal pronoun with reflexive verbs</li> <li>3. Express the daily routine</li> <li>4. Demonstrate understanding of daily routine through writing,</li> </ol> | <ol style="list-style-type: none"> <li>1. Vocabulary lists and slideshows</li> <li>2. Conversation sheets</li> <li>3. Group and paired activities</li> <li>4. Listening comprehension with audio</li> </ol> | 10                        |

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|   | <p>charades, etc</p> <p><u>Introduction to:</u><br/>Present tense- Reflexive verbs<br/>Present progressive</p> <p><u>Vocabulary:</u><br/>Body parts<br/>Daily routines</p>   | <p>5. Reading comprehension</p> <p>6. Short response, letters, journals</p> <p>7. Dialogues, skits</p> <p>8. Review games</p> <p>9. Grammar activities with dice</p> <p>10. Unit assessments</p>  |    |
| <p>1. Acquiring vocabulary on travel and accommodations.</p> <p>2. Engaging with information concerning the defining characteristics of several Spanish speaking countries.</p> <p>3. Developing an understanding of the verb forms in the preterite tense in both regular and irregular conjugations.</p> <p>4. Utilizing these verbs in context.</p> <p>5. Actively practicing and utilizing the target language to express oneself and engage in speaking/listening, reading/writing</p> | <p><b>Units 2.1 &amp; 2.2: In the Airport &amp; Hotel</b></p> <p>1. Identify vocabulary words associated with travel/hotel.</p> <p>2. Manipulate verbs to form the preterite tense.</p> <p>3. Express and understand the target language when describing past events.</p> <p>4. Synthesize the rules for the preterite and the group of -ar verbs of focus in this unit.</p> <p>5. Utilize direct and indirect object pronouns effectively.</p> <p>6. Inquire others about their plans in the target language.</p> <p>7. Develop questions and responses concerning topics related to travel and accommodations.</p> <p>8. Develop distinct understanding concerning the present vs the preterite tenses.</p> <p>9. Discuss how travel contributes to climate change.</p> <p><u>Introduction to:</u></p> <p>1. The preterite tense for -ar verbs and irregular verbs</p> <p>2. Travel itinerary</p> <p>3. Direct and indirect object</p> | <p>1. Vocabulary lists and slideshows</p> <p>2. Conversation sheets</p> <p>3. Group and paired activities</p> <p>4. Listening comprehension with audio</p> <p>5. Reading comprehension</p> <p>6. Short response, letters, journals</p> <p>7. Dialogues, skits</p> <p>8. Review games</p> <p>9. Grammar activities with dice</p> <p>10. Unit assessments</p> | 12 |

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| activities. | pronouns<br>4. Vocabulary <ul style="list-style-type: none"> <li>- Past tense triggers (ayer, la semana pasada, anteayer etc.)</li> <li>- Travel/hotel (avion, tren, hotel, boleto etc.)</li> <li>- Time (tarde, temprano, a tiempo, etc.)</li> </ul> |  |  |
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*\*Subject to revision*

### Midterm Exams: January 20 - January 23

#### Marking Period 3\*

| Big Ideas   | Topics/Themes/Concepts   | Activities & Assessments   | Timeline<br>(# of Blocks) |
|---|--|--|---------------------------|
| 1. Acquiring vocabulary on travel and accommodations.<br><br>2. Engaging with information concerning the defining characteristics of several Spanish speaking countries.<br><br>3. Developing an understanding of the verb forms in the preterite tense in both regular and irregular conjugations.<br><br>4. Utilizing these verbs in context. | <b>Units 2.1 &amp; 2.2: In the Airport &amp; Hotel</b><br><br>1. Identify vocabulary words associated with travel/hotel.<br>2. Manipulate verbs to form the preterite tense.<br>3. Express and understand the target language when describing past events.<br>4. Synthesize the rules for the preterite and the group of -ar verbs of focus in this unit.<br>5. Utilize direct and indirect object pronouns effectively.<br>6. Inquire others about their plans in the target language.<br>7. Develop questions and responses concerning topics related to travel and accommodations.<br>8. Develop distinct understanding concerning the present vs the preterite tenses.<br>9. Discuss how travel contributes to | 1. Vocabulary lists and slideshows<br>2. Conversation sheets<br>3. Group and paired activities<br>4. Listening comprehension with audio<br>5. Reading comprehension<br>6. Short response, letters, journals<br>7. Dialogues, skits<br>8. Review games<br>9. Grammar activities with dice<br>10. Unit assessments | 6                         |

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| 5. Actively practicing and utilizing the target language to express oneself and engage in speaking/listening, reading/writing activities.  | <p>climate change.</p> <p><u>Introduction to:</u></p> <ol style="list-style-type: none"> <li>1. The preterite tense for -ar verbs and irregular verbs</li> <li>2. Travel itinerary</li> <li>3. Direct and indirect object pronouns</li> <li>4. Vocabulary <ul style="list-style-type: none"> <li>- Past tense triggers (ayer, la semana pasada, anteayer etc.)</li> <li>- Travel/hotel (avion, tren, hotel, boleto etc.)</li> <li>- Time (tarde, temprano, a tiempo, etc.)</li> </ul> </li> </ol>  |  |    |
| <ol style="list-style-type: none"> <li>1. Identify vocabulary associated with food, diet, and sport.</li> <li>2. Identify the demonstrative pronouns.</li> <li>3. Manipulate er/ir verb forms in the preterite tense.</li> <li>4. Conjugate irregular verbs in the preterite.</li> <li>5. Express idiomatics regarding time using the verb hacer.</li> <li>6. Develop and respond to questions regarding emotions of the self and</li> </ol> | <p><b>Units 3.1 &amp; 3.2 Healthy Living &amp; Market-Shopping</b></p> <ol style="list-style-type: none"> <li>1. Express their emotions and describe the emotions of others.</li> <li>2. Identify healthy and unhealthy behaviors and products.</li> <li>3. Describe activities and practices using the target language.</li> <li>4. Conjugate verbs with er/ir stems in the preterite.</li> <li>5. Synthesize grammatical knowledge to utilize the target language in context.</li> <li>6. Use idiomatic expressions appropriately.</li> <li>7. Demonstrate understanding of new grammatical syntax in the context of reading, writing, listening, and speaking.</li> <li>8. Engage with and produce comprehensive input/output in order to show mastery of certain concepts in the target language.</li> </ol> | <ol style="list-style-type: none"> <li>1. Vocabulary lists and slideshows</li> <li>2. Conversation sheets</li> <li>3. Group and paired activities</li> <li>4. Listening comprehension with audio</li> <li>5. Reading comprehension</li> <li>6. Short response, letters, journals</li> <li>7. Dialogues, skits</li> <li>8. Review games</li> <li>9. Grammar activities with dice</li> <li>10. Unit assessments</li> </ol> | 12 |

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| <p>others.</p> <p>7. Compare and contrast the nutrition and diet of others and the self.</p> <p>8. Utilize direct and indirect object pronouns appropriately.</p> <p>9. Synthesize grammatical and vocabulary concepts to express oneself in the target language.</p> <p>10. Recall the forms of the preterite in order to describe what they and others are doing.</p> <p>12. Participate in dialogues with others concerning healthy eating/sport.</p> <p>13. Synthesize language forms to produce language through writing/speaking.</p> | <p>9. Compare and contrast the habits of people in Spanish speaking countries with those in the United States.</p> <p><u>Introduction to:</u></p> <p>1. Er/ir verbs in the preterite tense</p> <p>2. Idiomatic expressions utilizing the verb hacer</p> <p>3. Idiomatic expressions of courtesy</p> <p>4. Demonstrative pronouns</p> <p>5. Vocabulary</p> <ul style="list-style-type: none"> <li>- Food, diet, sports</li> <li>- Emotions</li> </ul> |  |  |
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*\*Subject to revision*

**Marking Period 4\***

| Big Ideas | Topics/Themes/Concepts | Activities & Assessments | Timeline<br>(# of Blocks) |
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| <p>1. Identify vocabulary associated with food, diet, and sport.</p> <p>2. Identify the demonstrative pronouns.</p> <p>3. Manipulate er/ir verb forms in the preterite tense.</p> <p>4. Conjugate irregular verbs in the preterite.</p> <p>5. Express idiomatics regarding time using the verb hacer.</p> <p>6. Develop and respond to questions regarding emotions of the self and others.</p> <p>7. Compare and contrast the nutrition and diet of others and the self.</p> <p>8. Utilize direct and indirect object pronouns appropriately.</p> <p>9. Synthesize grammatical and vocabulary concepts to express oneself in the target language.</p> | <p><b>Units 3.1 &amp; 3.2 Healthy Living &amp; Market-Shopping</b></p> <p>1. Express their emotions and describe the emotions of others.</p> <p>2. Identify healthy and unhealthy behaviors and products.</p> <p>3. Describe activities and practices using the target language.</p> <p>4. Conjugate verbs with er/ir stems in the preterite.</p> <p>5. Synthesize grammatical knowledge to utilize the target language in context.</p> <p>6. Use idiomatic expressions appropriately.</p> <p>7. Demonstrate understanding of new grammatical syntax in the context of reading, writing, listening, and speaking.</p> <p>8. Engage with and produce comprehensive input/output in order to show mastery of certain concepts in the target language.</p> <p>9. Compare and contrast the habits of people in Spanish speaking countries with those in the United States.</p> <p><u>Introduction to:</u></p> <p>1. Er/ir verbs in the preterite tense</p> <p>2. Idiomatic expressions utilizing the verb hacer</p> <p>3. Idiomatic expressions of courtesy</p> <p>4. Demonstrative pronouns</p> <p>5. Vocabulary</p> <ul style="list-style-type: none"> <li>- Food, diet, sports</li> <li>- Emotions</li> </ul> | <p>1. Vocabulary lists and slideshows</p> <p>2. Conversation sheets</p> <p>3. Group and paired activities</p> <p>4. Listening comprehension with audio</p> <p>5. Reading comprehension</p> <p>6. Short response, letters, journals</p> <p>7. Dialogues, skits</p> <p>8. Review games</p> <p>9. Grammar activities with dice</p> <p>10. Unit assessments</p> | <p>12</p> |
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| <p>10. Recall the forms of the preterite in order to describe what they and others are doing.</p> <p>12. Participate in dialogues with others concerning healthy eating/sport.</p> <p>13. Synthesize language forms to produce language through writing/speaking.</p>   |  |   |                  |
| <p>1. Identify vocabulary on ancient civilizations, cities, and directions.</p> <p>2. Conjugating verbs in the preterite and imperfect tenses.</p> <p>3. Comparing and contrasting ancient civilization and modern civilization.</p> <p>4. Reflecting on culture, history, and myth across cultures.</p> <p>5. Identifying vocabulary for directions.</p> <p>6. Utilizing map skills.</p> | <p><b>Units 4.1 &amp; 4.2 Exploring the Old Culture &amp; Modern City</b></p> <p>1. Identify vocabulary associated with given topics.</p> <p>2. Conjugate verbs in the preterite and imperfect tenses.</p> <p>3. Compare and contrast ancient civilizations.</p> <p>4. Identify and understand the contributions made by ancient civilizations.</p> <p>5. Reflect on the influence of the Spanish colonization of the Americas.</p> <p>6. Give and receive directions to navigate an area.</p> <p>7. Reflect on legends/myths/stories from other cultures.</p> <p>8. Compare and contrast ancient and modern day cultures.</p> <p>9. Actively engage with the language through the three modes of communication.</p> | <p>1. Vocabulary lists and slideshows</p> <p>2. Conversation sheets</p> <p>3. Group and paired activities</p> <p>4. Listening comprehension with audio</p> <p>5. Reading comprehension</p> <p>6. Short response, letters, journals</p> <p>7. Dialogues, skits</p> <p>8. Review games</p> <p>9. Grammar activities with dice</p> <p>10. Unit assessments</p> | <p><b>12</b></p> |

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| <p>7. Evaluating information and what is necessary to convey to others.</p> <p>8. Manipulate verb forms in the preterite and imperfect tenses.</p> <p>9. Conjugate irregular verbs in the preterite and imperfect tenses.</p> <p>10. Recall the forms of the preterite and imperfect in order to describe what they and others are doing.</p> <p>11. Participate in dialogues with others concerning directions/modern vs ancient cultures.</p> <p>12. Synthesize language forms to produce language through writing/speaking.</p> | <p>Introduction to:</p> <ol style="list-style-type: none"> <li>1. Ancient civilization of the Americas</li> <li>2. City layouts</li> <li>3. Legends of different cultures</li> <li>4. Imperfect tense</li> <li>5. Preterite vs. Imperfect tense</li> <li>6. Conjugations of irregular verbs</li> </ol> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>- City &amp; directions</li> <li>- Civilizations &amp; legends</li> </ul> |  |  |
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*\*Subject to revision*

**Final Exams: June 11 - June 16**

**Make-up Work as per Student Handbook**

- Students who are absent from class for any reason will be required to make up the work missed in each class. Completion of this work should take approximately the same amount of time as the student missed from class. In extreme cases of

prolonged absence (more than five consecutive days), the Principal may grant extra time for the students to complete missing assignments. Students will receive an incomplete grade pending the submission of the missing assignments. Students will receive a zero for any work that is not completed by the designated timeline.

- It is the student's responsibility to obtain all make-up work from his/her teachers immediately upon return to school. Failure to obtain makeup work is no excuse for not completing work missed. Students have the same amount of time that they have been absent to make up the work.

### **Academic Integrity Policy as per Student Handbook**

#### **Plagiarism Policy**

- **Freshmen:** On the first offense, the student may rewrite for a maximum grade of 55. The rewrite should be closely monitored by the teacher because, on the freshman level, we are concerned with students' understanding of the process. On the second offense, the student receives a 0 grade for the final product. (Students' offenses will be filed in the supervisor's office.)
- **Sophomores, Juniors, and Seniors:** If the teacher finds that the plagiarism is flagrant or pervasive and can document the same, the assessment may receive a grade of zero.

#### **Cheating**

Students are expected to conduct themselves honestly and with integrity in their work. All forms of cheating and plagiarism are prohibited. Behavior that is unacceptable includes, but is not limited to, the following:

- Copying another student's work;
- Working with others on projects that are meant to be done individually.
- Looking at or copying another student's test or quiz answers;
- Allowing another student to look at or copy answers from one's test or quiz;
- Using any other method (ie, "cheat sheets", communicating in any form) to get/give test or quiz answers;
- Taking a test or quiz in part or in whole to use or to give to others;
- Copying information from a source without giving proper acknowledgment.
- Taking papers from other students, publications, or internet sources and claiming them as one's own work;
- Academic dishonesty in any other form, including, but not limited to, tampering with computerized grade records;
- Giving or receiving answers and/or test questions to or from another student.

Violators of this policy will be disciplined on a case-by-case basis, depending on the seriousness of the violation, prior violations and other factors.

Disciplinary measures/consequences may include, but are not limited to the following:

- Redoing the assignment (see policy on plagiarism).
- Receiving a zero grade on the project, test, or quiz;
- A letter is sent to the parent and placed in the student's file.
- Detention, suspension, or expulsion.

### **AI Policy and Regulation**

[2365 ACCEPTABLE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE \(AI\)](#)

[R 2365 ACCEPTABLE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE \(AI\)](#)